

Summary of Planning Committee Meeting #1 of 10/07/09

Attendees:

Betsy Gumfory	Library	BGumfory@risd.k12.nm.us
Lisa Oatey	Parent	cloatey@yahoo.com
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Planning for Roswell Independent School District: New Elementary Schools

Learning Context

What are the most important features of the **learning context** (i.e., learning assets, challenges, opportunities, and aspirations) that should be considered in planning a new elementary school within the Roswell Independent School District?

Explanatory Note: The following notes were gathered during the learning context group exercise. Comments from all groups have been combined. The following analysis is designed to show the steps from the detailed statements developed at Steering Committee Meeting #1 to a final summary of this portion of the meeting. The aim is to show exactly how the summary was derived as a way to develop a full record of input, give the summary meaning and credibility, and to provide the opportunity for careful review of the logic that was applied.

Step 1: Listing of important features of learning context for elementary education in the context of adding a new elementary school (numbers in parenthesis represent number of votes; in order of number of votes, high to low).

COMMITTEE RESPONSES IN THIS SECTION ARE NOT EDITED; HOWEVER, ADDITIONAL NOTES MAY BE ADDED IN ITALICS.

Unique Assets (What is working and should be kept?)

- Health program - 3
- Community Zone School - 1
- Vertical school – landmark - 1
- DDK Program -Developmental Disabled Kindergarten
- Community walking schools
- Art Work –Murals on walls to be preserved
- Community using multipurpose room

- Outdoor Rock Structure
- Natural Light

Opportunities (What should be taken advantage of?)

- Safe Routes to school...walking school bus - 1
- Outdoor Classroom - 1
- Small bus lane (only a few bussed students)
- Growth
- OT/PT – needed but no room

Challenges (What needs to be fixed?)

- Meeting area - 1
- Release area on less busy street - 1
- Traffic - 1
- Parking
- Pick up/Drop off queuing not safe
- Lights for safety

Aspirations (What should be sought after?)

- Opening windows - 3
- Multiple staff restrooms - 2
- Connect with parents - 1
 - language concerns
 - support
- Temperature room by room - 1
- Cluster access to outside - 1
- Community
- Core centrally located
- Storage

Step 2: Clustering of related important features of learning context for elementary education in the context of adding a new elementary school (numbers in parenthesis represent number of votes for the cluster).

- Provide appropriate environment and tools for learning – create an environment conducive to teaching and learning-9
 - Outdoor Classroom - 1

- Meeting area - 1
- Opening windows - 3
- Multiple staff restrooms - 2
- Temperature room by room - 1
- Cluster access to outside - 1
- **Provide safe school environment** – insure the safety and security in the learning experience and environment-4
 - Safe Routes to school...walking school bus – 1
 - Release area on less busy street - 1
 - Traffic – 1
- **Encourage Community and Parent Collaboration** – utilize school programs and facilities to encourage community and parent collaboration in the learning process and environment -3
 - Community Zone School – 1
 - Vertical school – landmark – 1
 - Connect with parents - 1
 - language concerns
 - support
- **Encourage Students to Model Healthy Habits** – utilize school resources to model good eating, cleanliness and lifelong fitness habits-3
 - Health program - 3

Learning Process

In view of the learning context discussions, what should be the key features of the **learning process** (e.g., curriculum content, instructional methods, and assessment strategies) for a new elementary school within the Roswell Independent School District?

Explanatory Note: The following notes were gathered during the learning process group exercise. Comments from all groups have been combined.

COMMITTEE RESPONSES IN THIS SECTION ARE NOT EDITED; HOWEVER, ADDITIONAL NOTES MAY BE ADDED IN ITALICS.

Step 1: Listing of important features of learning process for elementary education in the context of adding a new elementary school (numbers in parenthesis represent number of votes; in order of number of votes, high to low).

Curriculum should be-

- Nursing (DDK, PT, OT) Suite -5
- ADA playground - 4
- PT & OT & Speech (maybe extra space) Need their own space - 3
- Library - 3
- Upper grade (Hands on teaching) - 3
- Need computer lab - 2
- Classroom teachers, Intervention coach, Title 1, Special Ed. - 1
- Orchestra 3x per week - 1
- 90 – Minute reading block (whole group)
- 60 – Minute reading intervention (leveled)
- 60 – 90 Minute math block (leveled)
- Art & Music (separate room) 1 week either one – not both
- After school program
- Deaf program (sign) after school
- PE 3x per week

Instruction should be-

- Community and peer tutoring - 2
- Magnet ? (Strings – storage, instruments, classroom) - 1
- Explore Enrichment (after school) - 1

- AYP Overload - 1
- Research based
- Middle School – integrate
- Teacher peer support (team)

Assessment should be-

- Star – Dibels – Acuity – SBA testing

Step 2: Clustering of related important features of learning process for elementary education in the context of adding a new elementary school (numbers in parenthesis represent number of votes for the cluster).

- **SPED programs should be supported within the School Environment** – the learning process will strengthen mentoring and coaching as teaching and learning strategies – 12
 - Nursing (DDK, PT, OT) Suite -5
 - ADA playground – 4
 - PT & OT & Speech (maybe extra space) Need their own space – 3
- **Learning content and curriculum should be engaging, flexible, and updated**– the learning process should be engaging and fun; flexible enough to accommodate a variety of learning styles; and relevant to student’s lives– 9
 - Need computer lab – 2
 - Orchestra 3x per week - 1
 - Magnet ? (Strings – storage, instruments, classroom) - 1
 - Explore Enrichment (after school) - 1
 - AYP Overload - 1
 - Library - 3
- **Multiple teaching and learning approaches** – the learning process will provide for teaching and learning in a wide variety of ways (i.e., project-based, cooperative, inquiry-based) – 7
 - Need computer lab - 2
 - Upper grade (Hands on teaching) - 3
 - Community and peer tutoring - 2
- **Inclusion** – classroom teachers and SPED should work together as a team– 1
 - Classroom teachers, Intervention coach, Title 1, Special Ed. - 1